OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

Vol. 43 November, 1949 No. 9

M. Robert Barnett . . . . . *Frontispiece*

An Open Letter to the Readers of the Outlook *M. Robert Barnett* 241

Election Laws 242

Blindness and Travel . . . . . *Arnold Auch* 243

Recreational Interests of Blind Adults . . . . . *Joseph Kohn and George F. Meyer* 251

The Piano Technician-Braille Edition 253

Oxford, 1949 . . . . . *Charles H. W. G. Anderson* 254

Eye Conditions . . . . . *C. Souter Smith, M.D.* 256

Written Computation on the Picht Braille Writer . *Friedrich Liebig* 259

Contest for Blind Composers 260

White House Conference 261

The First Sight-Saving Program in Alabama . *June Rice Woodward* 262

Dr. Olin Howard Burritt 264

The Suggestion Box 267

Bulletin Board 270

M. ROBERT BARNETT

OUTLOOK *for the* BLIND

and THE TEACHERS FORUM

VOL. 43 NOVEMBER, 1949 NO. 9

Copyright, 1949, by the

AMERICAN FOUNDATION FOR THE BLIND

AN OPEN LETTER TO THE READERS OF THE OUTLOOK

From M. Robert Barnett, newly-appointed Executive Director of the American Foundation for the Blind, Inc., and the American Foundation for Overseas Blind

IT OFTEN IS TRUE that the use of the pronoun "I" can be objectionable in prose writing designed for publication in a journal of this type, but it seems impossible to phrase the following few paragraphs without the use of it, and with your indulgence I will use it without further apology. I succeeded Dr. Robert B. Irwin as executive director of the American Foundation for the Blind and its sister organization, the American Foundation for Overseas Blind, just a few short weeks ago. So numerous and so kindly and so stimulating have been the messages of good will and best wishes that I feel already as though I know each person in work for the blind personally, while at the same time I realize keenly that there are many of you whom I have not yet met. The *Outlook* has provided me with this space to send to all of you my personal and official greetings, and I hope these lines will serve to introduce me to some slight degree until opportunity comes to know you better.

I have been wondering whether most of you really know much about the American Foundation and its work. Daily I have been amazed and delighted with new surprises as I have delved into the Foundation's professional and technical departments to orient myself to my own new job. I find myself wishing that there could be a way to give all of you a greater understanding of this potentially powerful force for the welfare of the blind—and therein reached my first emphatic resolve as its new administrator. We will continue to turn the organization that Dr. Irwin built into a mighty plant of better things for the blind in partnership with all other forces, public or private, that are seeking the same objective.

Those of you, therefore, who are associated with other agencies and institutions serving the physically handicapped may expect to find me ready and willing at any time to swing the Foundation behind your effort if you need us. It follows, on the other hand,

that you also may expect me to withhold the Foundation's aid from any activity charlatan in nature. Indeed, you may even expect me to speak out quite loudly against any activity where there is proof that the best interests of the blind have been made secondary to personal ambition or misguided charity.

Since this appears in the magazine which for so many years has been published under the wing of the Foundation, I feel it appropriate to comment specifically about it as a Foundation activity, and for this issue will not attempt to tell you my thoughts about other phases of our program. The *Outlook* has come to be looked upon in some areas as the principal channel for keeping current about work for the blind in America. Dr. Irwin has told me that there are many readers who credit any statement as being a true and important fact just because it appeared in this magazine. Such a reputation is wonderful. Still, the *Outlook* can do even a better job than that. As you may already know, this magazine is not yet self-supporting, and the Foundation each year makes up the deficit which remains when the income from subscriptions and gifts falls short of the cost of editing and printing. This the Foundation is happy to do, and no doubt will continue doing, if the cost does not get too much higher.

Despite the fact that the Foundation, therefore, is in a position to dictate the editorial policy of the *Outlook*, it is our hope that the only dictation that ever will be sent to its editorial staff will be the one dominant policy that every vital problem concerning the welfare of the blind must be given impartial treatment; that when these problems become controversial, the honest and intelligent voices of opposing thinkers will have a chance to be heard equally well; that opinions will be clearly labeled as opinions, and that only proven facts will be printed as facts. I firmly believe that the educated blind and that professional workers for the blind have objective intelligence, and thereby have the right to freedom of thought. We pledge to you that the *Outlook* will be a thought-teaser, a fact-finder, and a crusader.

In closing this first message, may I tell you quite humbly that I am impressed with the responsibility of my new position. The Foundation possesses a fine staff of inspired and enthusiastic people, however, and with your help added to theirs, I know my job will not be a lonely one.

ELECTION LAWS

Limited privacy is now assured the blind voter in the elections in forty-seven states, according to a recent analysis of election laws. (South Carolina makes no legal provisions to assist its blind citizens to exercise their right of franchise.)

At one time it was very difficult for blind people to enjoy privacy in voting. Gradually, they have gained considerable freedom in their choice of persons to help them mark their ballots. At the same time, machines have simplified voting so that many blind people need little help after they have learned to manipulate the different levers.

In New York state, a blind person may, if he wishes, be assisted at the polls by two election officers not of the same political affiliation (they may be of the same political party at primaries), or by a father, mother, brother, sister, husband, wife, or child, as he may select.

In the same way, in twenty-six states, a blind person is legally entitled to be assisted in voting by a person of his own choice. Six states limit this choice to the blind person's immediate family or a near relative. The remaining states specify that the assistance must be given by the judges, the poll clerks, the managers, or electors chosen by the judges. When the assistance of two persons is required, it is usually specified that the two must be of different political parties.

BLINDNESS AND TRAVEL

ARNOLD AUCH

Part III

The Human Guide

FROM THE RESIDUE of the prehistoric ages, we find evidence of group living. Today, as a result of mechanization and specialization, social interdependence is more important than ever before. If sighted people are and must be dependent on one another for normal living, it becomes obvious that blind people must, because of the nature of their handicap, be even more dependent on others. The well-adjusted blind person recognizes this fact. In order to become an asset to society, he tries to adapt himself with this in mind. He strives constantly to lessen his dependence. We are told that in some cases this dependency on the part of the blind will result in an inferiority complex. Undoubtedly this is true in maladjusted individuals. But, if the blind person stops to realize that the terms "inferiority and superiority" are merely relative; that he, as an individual, is, at the same time, superior in some respects and inferior in others to almost any other individual whether or not blindness is involved, then he will have a sound foundation on which to make the adjustment to his handicap.

An alert, intelligent sighted person is, undoubtedly, the best guide any visually handicapped person can have. With such a companion all the problems of the blind as far as travel is concerned, disappear. It does not take long for the individuals in such a team to adjust themselves to one another. A guide should remember when leading a blind person that: 1. A blind person is normal except that he cannot see. 2. The guide *leads* the blind person. 3. The brain is the center of thought and the normal blind person has a brain. 4. The blind person sees largely through touch and hearing.

Today, blindness has become an affliction of old age. Buell (2) claims that 80% of the blind are over fifty years old. It seems reasonable to believe that the majority of these will not be reoriented to a great extent. In their limited travel a guide seems to be the logical answer to their problem.

A guide for a blind person should be just that. He should meet, treat and be normal toward the visually handicapped person. He should be aware of the person and not merely of the physical defect. Oversolicitude is not necessary; furthermore, it is not wanted. The guide should remember that his eyes must serve both of them, and that the blind person is interested in the world about him. It is the duty of the guide to bring the world to him. But, at the same time, the guide should not make a mental cripple out of his blind companion.

Generally, the sighted make a difficult task of leading a blind person, although, in fairness, it must be said that there are exceptions to this generalization. A lot of embarrassment and awkwardness would be done away with if the guide would let the blind person suggest the method of leading. A most satisfactory method is for the blind person merely to put his hand lightly on either the elbow or the inside of the forearm of the

The first installment of this article appeared in the October issue of the *Outlook*, and a biographical note was appended.

person leading him. Thus, the guide is a little in advance of the blind person, and has to go through all the motions of avoiding travel hazards an instant before the same hazards are presented to the blind person. The blind person interprets the cues given to him through the movements of the sighted person. Only in unusual situations is it necessary to give verbal warnings. Occasionally, a blind person will stumble; but this sometimes happens to seeing people, too. In such an event, the guide is not expected to apologize, unless of course it was a case of gross negligence. Much explaining may be avoided by merely showing the blind person the proper movement, as by placing his hand on a doorknob or railing.

A lady guide leading a blind man occasionally presents a problem. The ego of the man may be deflated somewhat when he cannot observe the niceties expected of him. The rule of reason should be followed. For example, let the blind man open the door if it is readily accessible. If it is not, the lady guide should do it.

Any visually handicapped individual can relate numerous, amusing incidents which show the thoughtlessness of sighted people, while sincerely trying to help him. The writer has had the awkward experience of being helped off a train or bus by well-meaning conductors: invariably, the conductor attempts to help by grasping the arm firmly, at the same time raising it, the helper standing behind the blind person. Thus, a lifting, pushing force is experienced. It would be so much easier to *lead* the blind person off the conveyance.

Although a close friend or relative may be willing to help a blind individual about, such a person is not always at hand to take him to a specific place at a definite time. If a visually handicapped person is to depend solely upon a human guide, it would be necessary for him to employ a full-time helper. This would entail considerable expense, which, obviously, would not be feasible for the majority of blind persons.

Part IV

The Guide Dog

Down through the ages, there has been a close association between man and dog. It is not certain when the canine friend was domesticated, but, today, he serves man as a pet, a show ring exhibit, and a helper. From the Arctic cold to the tropical heat, in war and in peace, in acts of destruction and in acts of mercy, the dog is faithfully at his master's side ready and willing to work according to his commands.

It is beyond the scope of this paper to give a detailed history of the guide dog movement. A few important dates will suffice. For a more complete story the reader is referred to Dickson Hartwell's book, *Dogs Against Darkness.* (16)

In 1916 the Oldenberg Society, under the leadership of Dr. Stalling, established a school for educating dogs as guides for the blind. A branch of this school was later established in Breslau, in 1925. In 1923 the government school in Potsdam, Germany was opened. It was while visiting this school that Mrs. Eustis decided to educate dogs for the blind, at Fortunate Fields, Mount Pelerin, Switzerland.

Mrs. Eustis said: "It was as though a complete transformation had taken place before my eyes. One moment there was an uncertain, shuffling blind man, tapping with the cane; the next there was an assured person, calm, his dog firmly in hand, his head up, who walked toward us quickly and easily, giving his orders in a low, confident voice." (16) This scene inspired her to publish an article in the *Saturday Evening Post.* (13) Morris S. Frank, of Nashville, Tennessee, heard of the article. He wrote to Mrs. Eustis in Switzerland, inquiring as to the possibilities of obtaining an educated dog and starting similar work in the United

States. When Mrs. Eustis asked Mr. Frank whether he would come to Switzerland for training, he replied, "I'd go to hell for that." (16) Whether or not this was Frank's actual answer, it shows the intense desire of the blind to evade the burden of immobility resulting from the visual handicap.

Frank went to Fortunate Fields; obtained a dog; came back and tested it in American traffic; and reported success. In 1929, the "Seeing Eye" was incorporated in Nashville, but was soon afterward moved to its present site, a short distance from Morristown, New Jersey.

Only a few candidates passed the rigid qualifications required by the Seeing Eye, Inc., in order to become instructors for guide training work. (31) The trainer must be well-educated in animal psychology. He must understand and cope with the problems of the visually handicapped. For a month of his apprenticeship he is blindfolded in order that he may comprehend blindness more fully. He also must know the abilities of the prospective master of a dog so that the right choice of a dog can be made.

At first, only the female German shepherd was accepted for guide training, but this is no longer the case. In order to bring the German shepherd dog back from the show ring to its fine ancestral qualities, a strictly controlled breeding program was set up at Fortunate Fields. (20) Although the German shepherd, the boxer, and the Labrador retriever are the main breeds trained, the emphasis today is not so much on a particular breed but rather on the individual dog. Both male and female are now used. The dog must be educable. That is, it must be trained not only to obey commands given by the master, but also to disobey when circumstances are such that it would be dangerous if the dog were to follow orders. For example, if there were an open manhole and the master commanded his guide to advance, an insufficiently trained dog would jump the danger, whereas an educated dog will go around it. The animal must have certain physical qualities in order to be selected. It must be large and strong enough to pull the master out of dangerous situations. It must be healthy to resist disease. And it must have a weatherproof coat and tough feet to withstand all kinds of weather. After the dog is selected, it goes through a period of immunization in which it is inoculated against diseases.

Although standards are high, only from 2-4% of the dogs fail in preliminary training and another 5% in actual service. (11) The "Seeing Eye, Inc." claims that a large proportion of these failures are the fault of the master rather than the dog. Chevigny backs up this contention when he states, "The principle to remember is this: the dog cannot solve the blind man's personality problems; he can solve only his practical, mechanical ones." (4) It is evident, then, that it is the responsibility of the master to constantly discipline his dog whenever the occasion arises.

The dog's education is started when he is fourteen months old. Some have been successfully trained when already as old as three years. However, the service of a dog to his master is usually only from six to nine years; therefore, the earlier the dog is trained the longer the span of service. It takes about three months to train the dog and another month to adjust the master to the dog. The training consists of obedience, guide work, and intelligent disobedience. If the master is to arrive at his destination, the dog must be able to interpret his commands. The next responsibility of the dog is to bring his master to his goal *safely*. In order to perform this duty efficiently, the dog is trained to cope with all kinds of situations. A lot of the safety factors depend on the ability of the guide to make judgments even though these may be contrary to the directions of the master.

The initial cost of a guide dog to a prospective owner is $150. This includes the animal itself, its equipment, and board and room while the master is in training. The "Seeing Eye" estimates the cost and training of the dog to be about $500. Many owners could not afford this price, so the difference is made up by a unique plan of public contributions. The price charged the master is mainly to instill a stronger spirit of ownership. In the event that a blind person goes back for a second or third dog, the cost is only $50.

It is estimated that only 10% of the blind can benefit from a guide dog. (31) The main reason for this is the age factor. The "Seeing Eye" accepts applicants between the ages of sixteen and fifty. Some visually handicapped people do not like dogs; some are in work where a dog would be a hindrance. Still others are not physically fit to endure either the rigorous training or the increased activity required of one using a guide dog. The applicant must show a desire to get ahead; he must be at least average in intelligence; he must be of good character; and, in order to complete the training, he must be able to adapt himself to the guide.

The approximately one month period which the blind person spends at the training center is not only for adjustment purposes, but also for instructional training in the care of the guide. In order to match the master with the guide, the individual is observed for a few days. If he happens to be a quiet person, a dog with similar traits is given him. If he is active, he most likely will have an active dog chosen to suit his personality. When the choice has been made, then it is the duty of the trainee to win the affection of the guide. The guide and the person spend all their time together. The prospective master learns to give the oral commands which the dog has already been trained to obey. Furthermore, he learns to interpret the signals received through the U-shaped handle which is attached to the harness worn by the dog while working. The guide walks on the left side of his trainee. Thus about two-thirds of the dog is in advance of the individual, and the individual has ample time to react to the warnings given. When the master commands "right", the dog goes right: when "left" is given, the guide goes left. "Forward" means to advance. If the visually handicapped person wants to increase his pace, he commands "hop-up". "Steady" means to slow down. The word "pfui" is given when the master disapproves of the action of the dog. On the other hand, there should always be a word of praise for a job well done. That is what the dog expects in return for the service rendered. The dog reacts according to the situation. At a curb he pulls back and waits until his master has found the edge and gives the next command. As a traffic warning the dog takes a position in front of his master until travel can be resumed again. In case of a step-up the dog sits until his master finds the step. A suspended obstacle presents a constant problem, but a guide dog is trained to guard against this. The guide is helpful in finding entrances and signals approach to one by turning slightly toward the doorway as it is passed. It is the master's duty to indicate which particular entrance he wishes to use. If two paths cross each other, the dog will stop and await further directions.

Another important service the canine guide is trained to render is to retrieve dropped articles. This service is rendered either upon specific command, or often without the knowledge of the master until the dog gives the accidentally dropped article to him.

The wants and needs of the dog are comparatively few. A thorough daily brushing will keep the dog clean. A soap and water scrubbing is neither necessary nor desirable for it washes away the protective oil found under the coat of the animal. Biscuits, raw meat, and table scraps, as long as they are not fattening, make a satisfactory diet. Plenty of

exercise and vigilance on the part of the master for signs of illness will keep the guide in good physical condition.

Although only a relatively small number of blind people can benefit from a dog, nevertheless the canine guide has proved its worth. Today, guide dogs lead their masters in country towns and congested cities, from Maine to California, in the vigorous winters of the Dakotas, and in sunny Dixie. The factory worker, the farmer, the student, the professional man, the stand operator, and the salesman all praise the service given to them by this faithful companion and guide.

Part V

Guidance Devices

A paper on "blindness and travel" would not be complete without mention of the recent research carried on in connection with the development of guidance devices for the blind. The writer will not attempt to give a detailed description of actual models developed, but rather to discuss the problems which have arisen in attempts to construct a workable and practical device. If the reader is interested in a detailed description of the various guidance devices developed, he is referred to *Research on Guidance Devices for the Blind,* published in December, 1946, by the National Academy of Sciences. (33)

Many sensational reports dealing with guidance devices have been published in the newspapers and broadcast over the radio in the past few years. These accounts have led to an erroneous belief on the part of many, both sighted and blind, that all problems of travel have been eliminated by the use of such an instrument. (28) Up to date no practical device has been sufficiently perfected to be recommended for general use.

In 1944, the Committee on Sensory Devices was created under the chairmanship of Dr. George W. Corner. This committee was under the auspices of the National Research Council, and was subsidized by the Federal government. Unfortunately, work was discontinued in June 1947, due to insufficient funds. Furthermore, when work was stopped, no successful device had been produced. At the present time, the Veterans' Administration is considering allocating money to carry on this work. The task of the committee was to evaluate the research on guidance devices, and to find means by which a blind person might read ordinary inkprint. A central laboratory, the Haskins Laboratories in New York City, was chosen for the development and testing of models and when the work of the Committee on Sensory Devices was terminated, valuable knowledge had been gathered concerning what a guidance device should actually do, and how an instrument might be constructed.

The general principles underlying the operation of all forms of guidance devices thus far conceived are basically the same, and are precisely the principles made use of with such success during the last war. (28) In radar detection, for instance, the "ranging" was done by sending out ultra-short radio waves. No guidance devices so far constructed employ ultra-short radio waves for two reasons: first, because of the difficulty of making radar devices with a sufficiently short range; second, because of the difficulty of constructing sufficiently portable equipment of this sort. Radar detection involves distances from 500 feet to 200 miles; whereas, the distances with which a blind man has to deal are from zero to about 15 feet, not including moving objects.

Every guidance device makes use of a narrow beam of some form of radiation (light, supersonic vibrations, or high frequency sound waves,) and involves the three fundamental principles of *ranging, scanning,* and *signal presentation.* (28) By "ranging" is meant the estimation of the distance of an object from the user of the device. As stated before, the radiation beam is narrow. In order to locate obstacles, the user must move

the instrument with a spiral motion to sweep the immediate area in front of him. This process is known as "scanning". In devices developed thus far, scanning is done by hand. It is felt that, for a device to be suitable, some automatic process must be found which will enable the blind person to scan his path adequately. The third important fundamental principal is "signal presentation".

The problem of signal presentation in guidance devices has already passed through several stages. (28) All the earlier devices were equipped with receiving apparatus which converted the signal into sound which the user could hear through headphones. Obviously, this is not suitable; since it interferes with natural hearing through which the blind are able to gain much information about the immediate environment. So the emphasis today, in guidance devices, is on supplementing rather than substituting for the natural functions of the ear.

The second phase in the problem of signal presentation centered around the attempt to present the signal tactually. This was done in two ways; first, by vibration, either by a vibrating handle or through a vibrating point in contact with the index finger. The chief drawback in this means of presentation was that it required so much power to operate it that the device was too heavy to carry about. The second method in tactual signal presentation was by slight electrical shocks. The pulses were directly controllable by the user, so there was no danger of producing pain. The signals increased in rapidity in direct relationship to the nearness of the obstacle in both methods mentioned.

Recently guidance devices have been developed in which the transmitted beam consists of a very high-pitched, but audible, sound, sent out either continuously or in the form of a series of sharp pulses. With this kind of device, the user gets the impression that he receives the sound directly from the obstacle itself. One disadvantage in this device is that a slight sound is heard even though no object is near. On the other hand, no receiving apparatus is needed since the sound is heard without aid. Furthermore, the ears are left uncovered to acquire additional information. The high pitch of the signal makes it inconspicuous to the passerby, but still audible above traffic noise.

If a guidance device is to be thoroughly practical, the user must be able to detect step-downs. So far, no device enables him to do this successfully. The latest plans aim to solve this difficulty by using a double signal presentation system, one for the step-downs, another for obstacles.

Although no suitable guidance device has thus far been perfected, a new series of research projects is now contemplated. Part of this work is to be carried on by the American Foundation for the Blind. In the light of our background of experience, it is hoped that a workable device will be developed which will aid the blind person in his travel.

Conclusions

Common sense tells us that blindness restricts the individual in his ability to get about. Thus he is also limited in his concepts and has very little practical control over his environment.

The visually handicapped person has definite problems to solve concerning mobility before he can adjust satisfactorily to a seeing society. In trying to solve these problems he is continually attentive in order to obtain and interpret auditory cues. He may choose to use a cane, a human guide, a dog guide or a mechanical guidance device. It must be remembered that, no matter which he chooses, none of these aids is an entirely satisfactory substitute for sight.

Blind people vary as much in their physical and mental makeup as sighted people do. Perhaps the chief factor in the physically handicapped person's mobility is his attitude toward traveling alone. Physical fitness, eco-

nomic and social desires, along with home environment and degree of adjustment to the handicap all influence the blind person's attitudes.

The ease with which a sightless person gets about depends on whether or not he knows the environment in which he is traveling. In a known situation, he has a mental map of the area as it looks to him. He makes use of his remaining senses. Hearing, touch, smell, and muscle or kinesthetic memory are the most important aids. There is little or no scientific evidence to support belief in the existence of an "obstacle sense" as such. It seems to be a combination of other senses, but chiefly hearing. In an unknown environment, the blind person asks for help.

The war gave great impetus to the retraining of blinded service men. At Valley Forge General Hospital, under the leadership of R. E. Hoover, techniques were developed in the use of the cane to suit different travel situations. As a result of this work, several residential schools have organized courses in foot travel.

It has been estimated that 80% of the blind are over fifty years old. Perhaps the majority of these will not do much traveling alone. It seems, therefore, that a human guide is the most suitable aid in their limited travel. A guide should treat his blinded companion very much as he would a sighted person. He should remember that his eyes must not only serve himself, but also his visually handicapped companion.

Guide dog training was started in Germany as a result of World War I. It was brought to the United States by Morris Frank and Dorothy H. Eustis. Only about 10% of the blind can use a guide dog. The main reason for this is their advanced age. The dog is educated and is proving that he can handle the mechanical and practical travel problems of his blind master. The master must tell the dog where he is going by giving the correct orders. He must also discipline his dog when necessary if he is to work efficiently.

During the last five years experimentation has been going on in an attempt to develop some form of guidance device. This work has been sponsored and subsidized by the Federal government.

Thus far, no workable device has yet been constructed. All devices make use of some form of narrow beam of radiation along with the fundamental principles of *ranging, scanning* and *signal presentation*. By *ranging* is meant finding the distance of the obstacle. *Scanning* means sweeping the immediate area in front of the user. No device does this automatically. The *signal presentation* is auditory or tactual. The most successful presentation is also the most recent—a device in which the signal can be heard by the ear without an aid.

No device as yet detects step-downs satisfactorily. It is believed that this defect may be corrected by a double system of signals; one for the step-down, and another for obstacles.

Bibliography

1. Ave-Lallemant, F. W. "Travel Techniques Should be Taught in the Residential Schools", *American Association of Workers for the Blind,* 1947.
2. Buell, C. E. *Sports for the Blind,* Califoria School for the Blind, Berkeley, California, 1947.
3. Campbell, M. E. "The Seeing Eye Goes to College, *Outlook for the Blind,* October, 1936.
4. Chevigny, Hector "Personality Problems in the Guide Dog Relationship", *Outlook for the Blind,* April, 1948.
5. Chevigny, Hector *My Eyes Have a Cold Nose,* Yale University Press, New Haven, Conn.
6. Clunk, Joseph *Open Letter to My Newly Blinded Friend in the Armed Services.*

7. Connelley, Ann "I Walk with a Dog", *Outlook for the Blind,* June, 1930.
8. Donnelly, R. L. "The Conquest of New York Street Traffic", *Outlook for the Blind,* June, 1929.
9. Donnelly, R. L. "The Seeing Eye, Inc.", *Outlook for the Blind,* June, 1939.
10. Eustis, D. H. "Guide Dogs for the Blind", *The New Beacon,* March, 1930.
11. Eustis, D. H. "Guide Dogs for the Blind," *World Conference on Work for the Blind,* American Foundation for the Blind, New York, N. Y., 1931.
12. Eustis, D. H. "Lead Dogs for the Blind," *Outlook for the Blind,* March, 1929.
13. Eustis, D. H. "The Seeing Eye," *Saturday Evening Post,* November 5, 1927.
14. Gentry, Grace "Dogs Go to High School," *Teachers Forum,* March, 1939.
15. Guinot, P. "Your Guide Dog," *And There Was Light,* March, 1932.
16. Hartwell, Dickson *Dogs Against Darkness.* Dodd Mead and Co., New York, N. Y., 1942.
17. Hayes, S. P. *Contributions to a Psychology of Blindness,* American Foundation for the Blind, New York, N. Y., 1941.
18. Hoover, R. E. "Foot Travel at Valley Forge General Hospital," *Outlook for the Blind,* November, 1946.
19. Hoover, R. E. "Foot Travel at Valley Forge General Hospital," *American Association of Instructors of the Blind,* 1946.
20. Humphrey, Elliott, and Warner, L. *Working Dogs,* Johns Hopkins Press, Baltimore, Maryland.
21. Langworthy, J. *Blindness in Fiction.*
22. Lowenfeld, B. "Blindness—A Psychological Approach," *American Association of Workers for the Blind,* 1947.
23. Lowenfeld, B. "Psychological Aspects of Blindness," *Outlook for the Blind,* February, 1947.
24. MacKenzie, Sir Clutha "Foot Travel," *Outlook for the Blind,* March, 1947.
25. Miller, M. B. "Foot Travel Without Sight: Prologue," *Outlook for the Blind,* November, 1946.
26. Ohnstad, Karsten *The World at My Fingertips,* Bobbs Merrill Co., Indianapolis.
27. Smith, J. S. "Orientation: The Case for An Individualized Approach," *Outlook for the Blind,* January, 1949.
28. Witcher, C. M. "Guidance Devices for the Blind," *Outlook for the Blind,* March, 1948.
29. Wright, Frances, Platt, Philip S. and Andrews, F. M. "Foot Travel without Sight," *Outlook for the Blind,* February, 1947.
30. "Manual for Orientors," *Outlook for the Blind,* December, 1947.
31. *Facts about the Seeing Eye, Inc.,* The Seeing Eye, Inc., Bulletin, Morristown, New Jersey.
32. Zahl, P. "New Aids for the Blind," *Atlantic Monthly,* May, 1946.
33. *Research on Guidance Devices for the Blind,* National Academy of Sciences, December, 1946.

OUTLOOK
FOR THE BLIND
and
THE TEACHERS FORUM
15 West Sixteenth Street,
New York 11, New York

P. C. POTTS, PH.D.
Editor

EMILY J. KLINKHART
Circulation Manager

SUBSCRIPTION PRICE $2.00 PER ANNUM
BRAILLE EDITION - $1.00 PER ANNUM

RECREATIONAL INTERESTS OF BLIND ADULTS

JOSEPH KOHN AND GEORGE F. MEYER

In June 1949, copies of a recreation questionnaire were distributed to the six field workers engaged in home teaching for the New Jersey State Commission for the Blind. Instructions were to canvass the first twenty-five cases visited without selection. The purpose of the survey was to determine:

1. The recreational interests of blind adults living at home.
2. The relationship between type of schooling and recreational preference.
3. The relationship between the age at onset of blindness and recreational preference.
4. The relationship between the recreational activities of blind people and their probable activities if sighted.
5. The preference for recreation in the company of other blind or sighted people.

This survey reports on the recreational interests and wishes of 151 blind people. The sex distribution is 106 females, 45 males. The median age is 51 and the range from one person under age 20 to two persons over 90.

The large majority (84%) attended regular public school classes. Less than 1% attended a residential school for the blind. At the time of the survey the average individual had been blind eight years. The range varied from blindness of a few months' duration to that of one individual who had been blind 84 years. Of the 151 individuals only 21 (14%) had been blind since birth or very early childhood.

All but two of the individuals surveyed fell into the customary classification of blindness. The breakdown: 41% had no vision; 41% had light perception and/or projection;

Exhibit 1. Recreational Activities of Blind People

Radio listening	81
Visiting	41
Church and church activities	37
Movies and theatre	36
Talking Book reading	27
Entertaining and socials	21
Knitting and other handwork	20
Associations for the blind	18
Dancing	18
Clubs	13
Playing cards	13
Motoring	11
None	11
Walking	10
Music	10
Fishing	7
Other games and hobbies	7
Swimming	6
Gardening	6
Braille reading	6
Community activities	5
Camping	3
Visiting shut-ins	2
Drinking beer	2
Eating at restaurants	1
Bus riding	1
Photography with husband	1

Joseph Kohn is casework supervisor and George F. Meyer is executive director of the New Jersey State Commission for the Blind.

18% had better than light perception and projection up to 20/200.

The accompanying chart (Table 1) shows the number of preferences for activities currently engaged in by the individuals surveyed. Only eleven individuals engaged in no activity. The largest single activity was radio listening, with friend or family visiting and socials second. About one out of four individuals attended church or participated in church activities. No unusual activities were listed with the possible exception of one woman who, together with her husband, had photography as a hobby. In New Jersey, free theatre passes are available to clients, which may account for the fact that movie going was ranked fourth in the list of activities. Although free fishing licenses are also available, there were only seven participants.

Exhibit 2: Recreational Activities Blind People Would Pursue if They Had Their Sight

Would do same as now	32
Drive	20
Participate in competitive sports	17
Read	17
Work	14
Don't know	13
Travel	11
Do housework	11
Visit, entertain, attend socials	8
Attend movies and theatre	8
Participate in music activities	7
Play cards	6
Attend church and church activities	5
Dance	5
Hunt	5
Bowl	5
Do club work	5
Sew	4
Fish	3
Participate in community activities	2
Attend quiz shows	2
Play Bingo	2
Attend lectures	1
Shop alone	1
Swim	1
Do creative work	1
Do crossword puzzles	1
Raise children	1

The most interesting aspect of the tabulation of the recreational activities blind people would pursue if they had their sight (Table 2) is this: practically all of the recreational outlets which some blind individuals feel that they need sight to undertake are already being followed by other blind people. For example, comparing Tables 1 and 2, we obtain the following interesting information:

No. of blind people now performing activity	*Activity*	*No. of blind people who feel they would perform activity, if sighted*
62	Visiting, entertaining, attending socials	8
6	Reading	17
36	Attending movies	8
13	Playing cards	6
37	Church activities	5
18	Dancing	5
13	Club work	5
7	Fishing	3
5	Community activities	2

This list is not intended to be exhaustive. However, it begins to be quickly apparent that blindness is not the basis for determining whether or not a particular activity can be engaged in. The more likely reasons why some blind people feel that they need sight in order to participate in certain recreations are: interest, availability, and the willingness or determination to try. To be sure, certain activities such as active participation in sports

(usually baseball), driving a car, or travelling, would require sight and sufficient income. However, these are wishful in character, for which substitutes can be found or substitution from participant to spectator made as is the case with so many individuals whether they are sighted or blind. It is interesting that one out of five individuals indicate that they would be engaging in the same activities—even if they had their sight.

Of the 151 individuals surveyed, 54 (roughly ⅓) preferred their recreational and social activities in the company of sighted people; 77 (roughly ½) said it didn't matter or that they had no preference. Only 20 (approximately 13%) preferred the company of blind people. It is the authors' assumption that the frequency of maladjustment is likely to be greatest in this latter group.

Summary

1. The recreational interests of blind adults are tabulated in Exhibit 1.
2. The study is not indicative of any specific relationship between type of schooling and recreational preference. Only 19 of the 151 individuals attended other than public school classes. There is a somewhat larger proportion among these 19 who would go to work if they had their sight.
3. There appears to be no significant relationship between the age of onset of blindness and recreational preference.
4. As indicated elsewhere, blindness in itself, is not a determining factor in the recreational activities pursued by blind people as compared with those activities they would pursue if sighted. Many blind people refer to the fact that they would engage in certain specific activities if they had their sight. However, most of these same activities are currently engaged in by other blind people.
5. One half of the blind people canvassed show no preference as to having their recreational or social activities with blind or sighted people. One third definitely prefer the sighted and only 13% prefer the company of other blind people.

REHABILITATION CENTER FOR THE BLIND

On September 29th Miss Helen Keller dedicated the new Rehabilitation Center for the Blind, recently established by the division of services for the blind of the Kansas State Department of Social Welfare.

More than eleven hundred persons attended the evening meeting at which Miss Keller gave the dedication address. Other speakers on this occasion included the Honorable Frank Warren, Mayor of Topeka, Miss Evelyn C. McKay, director of social research, American Foundation for the Blind, Mr. Michael J. Shortley, Director, Federal Office of Vocational Rehabilitation and Mr. Frank Long, Kansas State Director of Social Welfare. Governor Frank Carlson also addressed the audience before introducing Miss Keller. Mr. Harry E. Hayes, director of the division of services for the blind, presented scrolls to members of the advisory committee of the division in recognition of their help in the establishing of the new project.

The warehouse section of the new center was converted into an auditorium for the occasion, and the center held "Open House" during the afternoon and evening for several hundred visitors who inspected the building and equipment. The Topeka Lions Club and the local chapter of the Delta Gamma Sorority acted as hosts and hostesses for the occasion.

The purposes of the rehabilitation center are fourfold:

1. A diagnostic and training center.
2. A vocational training center.
3. A workshop offering sheltered employment.
4. A warehouse and shipping depot for the Topeka workshop and the state home industries program.

OXFORD, 1949

AN IMPRESSION

CHARLES H. W. G. ANDERSON

FOR TEN DAYS, sixty representatives from twenty countries lived and worked together in Merton College, the oldest college in Oxford. There were no major disagreements and the conference agreed on a minimum programme of blind welfare, representing the experience and the hope of Western Europe and North America. It may be said that that was what the conference met for, so why be surprised? Largely because such a result would not have been reached without careful preparation. Not the least part of this was the cooperative effort which produced a most admirable comparative statement of blind welfare as it exists in each of the participating countries. Without this survey, the members of the conference could not have approached, nor the organising committee prepared, the resolutions which were discussed, re-drafted, and finally approved. The high quality of this work was maintained in every aspect of the conference, including the all-important domestic side.

Even the most meticulous preparation can provide only the opportunity to do fruitful work. There must be good will amongst representatives and skilled control by chair and committee. These were in evidence from the outset. Despite the need for the interpretation of every speech, a generous patience was shown by waiting speakers, however anxious they might be to state their views, or make their points. That so many representatives were able to contribute experiences and express their desires was the reward of careful session planning and a general acceptance of the ruling of a benevolently autocratic chairman.

Interpretation was a difficulty in full conference, and in those more intimate sessions when a committee, speaking three or four languages, attempted to arrive at a resolution that represented the sense of the discussion, and yet left no grievance. To most of us, language difficulties are not fully realised; we can fumble through a simple foreign text, or spend a holiday under sheltered conditions in some experienced holiday resort. It is quite a different matter to arrive at two texts, one English and one French, each of which means the same to any who may read without any especial background knowledge, without being subject to misunderstanding, or even misconstruction. The professional interpretation was skilled and indefatigable, tonguetied amateurs helped surprisingly and the jobs were done.

At any conference, the supplements to formal speeches and committee room negotiations are the contacts and exchanges at meals and in common rooms; Oxford was no exception. Names appended to magazine articles and appearing in annual reports took on flesh and blood, and more than either, character; now we know that "A's" stressing at one point comes from the enthusiasm of sincerity, and not from any desire to suppress inconvenient facts, and that "B" presents the

The above article is reprinted from *The New Beacon*, September 15, 1949.

Charles H. W. G. Anderson is principal of the Royal Blind School, Edinburgh, Scotland.

whole picture, not from indifference, but because he feels he must state the arguments of those unable to put these in person. We learned the sterling good qualities of each of these, and many another. "Authorities" and "experts" became human beings over "Foundation" ham, or Merton cider, and discussions ranged over the whole chartered field of blind welfare, and into corners rarely visited by man. We came to Oxford "workers for the blind", a little impressed by the wisdom of the committee in inviting us. We separated regretfully but gratefully, determined to carry on a partnership of kindred spirits.

This was an international conference held in an ancient university town in the heart of England. So, on two afternoons we visited Oxford colleges under the guidance of enthusiasts who knew their stories and their architectural beauties, and attended a garden party at St. John's College in weather which must have been arranged by our organising committee! Our visit to Stratford must surely be a fragrant memory to us all; a journey through the most English of English countrysides, passing villages, unchanged, or so it might be believed, for centuries, crossing the Fosseway with its memory of an older European unity, to the little town on the river that its son has made the Avon that all the world knows. The lusty Tyrone Guthrie production of *Henry VIII* on an open stage, well cast and fittingly dressed, was a fine setting for an unforgettable Catherine. To those of us not English, these visits must surely have brought into sharp reality that this was an English conference, and that the unhastening orderliness, the assumption that each of us was anxious to give, that, perchance, he might receive, but at any rate was willing to share, was something natural in the setting of our meetings. Without display or regimentation we worked at the task set us, glad to hear the other man's point of view, and determined to reach agreement.

And yet, with this English background and atmosphere, the personalities were truly international. Our chairman, carrying into his retirement the esteem of his countrymen, will have added to this the affectionate regard of those who in ten short days found in him a most kindly gentleman. His deputy, Georges Raverat, of the watchful eye and bilingual brain, crowned his service to the conference by unobtrusive, unremitting work in committee and session alike. The third of the veterans, the untiring general secretary, belied his years of service by his ubiquitous activity; little wonder that the British group unanimously drafted him for further service. From the body of the hall we hear in fancy Amblard and Salis each speaking for French achievements and hopes; Balliste, passionately advocating reform in North Africa; Strehl, Germany's spokesman, still, after thirty years, looking forward; Bentivoglio, telling of Italy's aspiration and need; Denmark's Jorgensen, speaking for Scandinavia, and it seemed, common sense. And in sub-committee and other less formal meetings we recall Tsamados, Allen Trapny and Karterud, and, of course, always the secretariat, cheerfully producing everything, except personal correspondence, while typing prodigiously.

But, of all the speeches, fiery or persuasive, passionate or logical, two remain: Askew's impressively simple statement on training and employment of ex-service blinded, and Smith's reasoned rejection of the claim that the blind should be removed from the duty of citizenship.

ADDITIONAL RESOLUTION

It was further unanimously resolved by the International Conference on the Blind that since in many countries Esperanto Ligilo is a valuable source of information and encouragement to the blind, this Conference commends this magazine, and hopes friends of the blind will give it adequate financial and moral support.

EYE CONDITIONS

C. SOUTER SMITH, M.D.

THE SUBJECT ASSIGNED to me is eye conditions. Since you will not want me to talk on and on like the Dixiecrats when they are filibustering, I must limit the discussion, and have decided you may be interested in some of the newer forms of treatment; also those eye conditions upon which everyone's attention, both ours and the public's must be focused more sharply because of the urgency of early treatment; and last of all, because most of us are women, a new development in ophthalmology which has to do with good looks.

Among the newer forms of treatment are:

1. Beta rays. As radium disintegrates or decays it gives off different rays: alpha rays, beta rays, and gamma rays. In the past, little attention has been paid to the alpha and beta rays because they could not penetrate deeply into the tissues. They lacked the importance of the gamma rays which were able to penetrate more deeply. When radium was used in destroying malignant growths, it was the hard gamma rays that were depended upon, while the soft non-penetrating alpha and beta rays were screened out and scorned. However, it was learned that the gamma rays could be responsible for bad complications when used in and around the eye. They, at times, caused cataract and damage to the retina. In some cases this is not important. If, by curing the malignant growth, the patient's life can be saved, then it is worth while to sacrifice the vision of the eye.

But recently the downtrodden soft beta rays have come into their own. The fact that they cannot penetrate more than 2 mm. into the tissues had caused them to be discarded as worthless. Now that quality is realized as their greatest asset. Because of their feeble penetration they do not reach to the lens of the eye, or the retina, to damage them. And so with very little danger they can be used to great advantage in treating conditions of the eyelids or the surface of the eye ball.

For instance, small malignant growths on the anterior surface of the ball can be treated successfully with beta rays; also pterygia and vernal conjunctivitis (spring catarrh). Beta rays also give great promise in the treatment of corneal scars. Faint opacities of the cornea can be cleared. Somewhat heavier scars are often cleared to the extent that the patient can carry on without a corneal transplant operation. Dense corneal scars with large blood vessels running to them which are poor surgical risks may be treated with beta rays and made better risks for the corneal transplant operation.

It is hoped that these rays may be used beneficially in diseases of the cornea caused by tuberculosis, syphilis, and brucellosis.

However, the use of beta rays is new. Only a few of the larger eye clinics are equipped for this type of treatment, and their experience with it up to now has been too limited to warrant more than preliminary reports. There is a good chance, however, that its field of use will be a large one.

This paper was read at the Midwestern Conference of Home Teachers, held at Springfield, Illinois, May 11-13.

Dr. C. Souter Smith is a prominent ophthalmologist in Springfield, Illinois.

2. Corneal transplant or keratoplasty. Most of you know this as an operation in which a window of clear normal cornea is transplanted from one eye to another eye in which the cornea is so scarred and opaque that the patient sees little through it, or to a cornea which does not have the normal flat curvature, but which has a central protrusion, a condition called keratoconus.

Because it is comparatively new we have not had time to properly evaluate this operation. The average ophthalmic surgeon does not do it. Among those who perform the operation some are overly enthusiastic; others are gloomy about it. To get a good perspective of the results, the American Academy of Ophthalmology and Otolaryngology made arrangements for a group of large eye clinics in the east to pool their reports on the operation so that the combined data would be sufficiently extensive for worthwhile statistics. These clinics were: the Wilmer Ophthalmological Institute of the Johns Hopkins Hospital and University, Baltimore; the Manhattan Eye, Ear, and Throat Hospital, New York; the Massachusetts Eye and Ear Infirmary, Boston; the New York Hospital, New York; the Hospital of the University of Pennsylvania, Philadelphia; the New York Eye and Ear Infirmary, New York; and the Institute of Ophthalmology of the Presbyterian Hospital, New York.

The material of the pool included reports on 417 corneal transplants. The conclusions were published last November in the American Journal of Ophthalmology. Among them were:

(1) That the transplanted cornea remained clear in 36% of the cases. Therefore there was approximately one chance in three that the operation would be successful.

(2) 11% of the cases operated obtained a final visual acuity of from 20/30 to 20/20 but almost as many (9%) lost all vision, even light perception, as a result of the operation.

(3) Of a group of twenty-four cases having vision of 20/100 or more before the operation, more than half suffered a reduction of vision as a result of the operation. These figures, it was thought, indicated that it is probably unwise to perform the corneal transplant operation on an eye that sees 20/100 or more.

(4) The best results were obtained in keratoconus (the protruding cornea) and in scars from interstitial keratitis. The outcome was poor in scars from chemical burns, scars from trauma, and those from ulcers caused by gonorrheal infection.

(5) The final conclusion of the survey was that the visual results after corneal transplant operations in patients with preoperative vision of 20/100 or better do not warrant the risk of the operation.

3. Chemotherapy and antibiotics. The eye conditions responding to these forms of treatment include almost all active infections of the eye. By chemotherapy we refer mostly to the use of chemicals called sulfonamides; sulfanilimide, sulfathiozole, sulfapyridine, and sulfadiazine. The antibiotics we know best are penicillin and streptomycin. Antibiotics are queer substances. They are products of certain microorganisms capable of damaging other microorganisms. From the different types of microorganisms we obtain different antibiotics. From bacteria is derived an antibiotic called tyrothiricin, not very well known; from one kind of fungus comes streptomycin, and from another fungus we obtain penicillin. Both the sulfonamides and antibiotics are effective in fighting infection but the antibiotics are much more powerful than the sulfonamides. Penicillin, weight for weight, is a hundred times as potent as sulfanilimide.

But, effective as penicillin is against infections, it is, almost harmless to man.

Among infections of the eye inhibited by the sulfonamides and penicillin is the gonococcus infection, formerly responsible for a high percentage of blindness. It caused the dangerous ophthalmia of the newborn and the even worse gonorrheal conjunctivitis of adults. With our old treatment gonorrheal ophthalmia ran a course of several weeks with many eyes badly damaged. With sulfonamides the duration of the disease was reduced to days. With penicillin it is reduced to hours, and with almost no bad end results.

Penicillin is likewise effective against streptococcic and pneumococcic infections of the eye. It is our most effective weapon against syphilis, and the ocular complications of syphilis.

Sulfanilimide is recognized by most ophthalmologists (but not all) as of great value in the treatment of trachoma.

Streptomycin is the antibiotic of choice in brucellosis, tularemia, and tuberculosis. But streptomycin is still too new for us to know much about it.

There are eye conditions in which early treatment is essential to avert disaster. To alert the public to the danger of these conditions we must crusade, and there could be no better crusaders in the cause than members of this group.

One is glaucoma, still enemy number one of vision. To quote from the 1948 annual report of the National Society for the Prevention of Blindness: "It is estimated that one out of eight blind persons in the United States today is a victim of glaucoma—and it is estimated that at least 800,000 others are suffering from the disease without realizing it, and will lose their sight unless they are found, warned and treated in time." In the words of another doctor: "In glaucoma, like cancer, disaster is inevitable unless vigorous steps are taken early." You are all teachers with influence in your communities. Never lose an opportunity to urge anyone whose vision is gradually failing to consult a competent ophthalmologist. The failing sight may mean glaucoma. The progress of that disease can be arrested, but lost vision caused by it cannot be regained.

Another condition to fight is squint in little children. If their crossed eyes are not straightened by glasses in one year's time, correction by operation is indicated. This is so for two reasons: first, eyes should be made straight by the age of six so that loss of vision will not develop in the crossed eye; and secondly, because under the age of six the chance of developing binocular vision is good; after six it becomes progressively less with each year.

What one of us is not interested in good looks? It is therefore welcome news that there are new, greatly-improved implants now being used after removing an eye which make the artificial eye look almost completely natural. With them the artificial eye moves almost perfectly and in unison with the other eye. A close observer can hardly tell which of the two eyes is the artificial one, and a stranger never notices that one of the eyes is artificial.

The implant is a plastic ball with a strip of wire mesh encircling it. The muscles of the eye which has been removed are sutured to the wire mesh of the implant and form a strong and permanent union with the implant just as they did with the eyeball. Since the muscles of the two eyes act in unison the implant moves almost exactly with the other eye. By attaching the artificial eye to the implant, it also moves in unison with the sound eye. The attachment is accomplished in this way: the anterior surface or front of the implant which is left open has a rectangular hole in it. The posterior surface or back of the artificial eye has a rectangular peg which fits into the hole of the implant. In addition to the natural movement of the eye, there is another advantage. Being fastened to the implant by the peg, the artificial eye does not sink down, leaving a depression under the

eyebrow, but stays in the position of the normal eye with no deformity of either lid. The cosmetic results are excellent.

At the Massachusetts Eye and Ear Infirmary they have used the implant in a series of cases in which the eye had been removed many years previously. They report that the operation is difficult and tedious but that the results are so good that it is well worth the effort.

WRITTEN COMPUTATION ON THE PICHT BRAILLE WRITER

FRIEDRICH LIEBIG

THE USE OF a braille writer in written arithmetic has great advantages over working with a slate and stylus and permits a closer approximation to arithmetic work as done by the seeing. The constant turning of the paper becomes superfluous, the figures appear immediately in embossed form and the reversal of direction which often leads to mistakes is avoided.

It is important that a fixed starting point be determined from which one can move forward and backward during the actual working process. The fixed starting positions are the left and the right end of the carriage.

First, addition is done as follows:

```
105,013
  1,005
 44,710          150,728
```

The result is placed on the same line as the last figure in the addition but at the extreme right. This permits easy reading, facilitates correction and saves one line. It is recommended that the figures be written with one hand so that the reading finger does not have to leave the row where the adding is being done.

Second, subtractions are carried out in a similar manner. Particularly there should be mentioned the subtraction of several figures, as for instance when separate amounts must be subtracted from a given figure such as in the following example:

```
80,000
 4,616
12,805
   425          62,154
```

Experience has shown that it is better to insert an empty line between the minuend and the subtrahend so that the reading finger becomes aware of the end of the addition row and the difference can be determined more easily.

Third, multiplication demonstrates the full value of the use of the braille writer. Following is an example:

```
16.045
 2.37                32090
                     48135
        3802665     112315
38.03
```

The factors are intentionally written in two lines because in this way they are brought close together and at the same time separated better than in other more confusing methods of notation. Directions for the multiplication

Mr. Friedrich Liebig was a teacher of the blind for many years and was director of the State School for the Blind at Ilvesheim, Germany. Dr. Berthold Lowenfeld was kind enough to translate this article.

process which should be given aloud to the beginner are as follows (after the factors have been written down): "Let the carriage go to the extreme left (by use of the carriage release lever). The multiplier has three digits, therefore back space three spaces. Now multiply by 2: 10, 9, 0, 12, 3 (after each figure written the back spacer must be operated twice). Next line: back space twice. Multiply by 3: 15, 13, 1, 18, 4. Next line: back space once. Multiply by 7, etc. Move the carriage to the right approximately to the center (the reading finger is used to arrest the carriage). Now add. Next line: draw the carriage to the position of the left starting point. Five decimal places are determined, the product is rounded off and then written from left to right."

The solution is thus placed directly under the example and all partial results at the right.

Fourth, in division the quotient is always placed on the left. The example and the result are separated from the other notations by two lines (dots 2 and 5) for the purpose of better orientation. The three-fold partitioning of the operation appears thus:

2,316.52 ÷ 1.07
231652
÷ 107

2	176
1	695
6	532
4.	1040
9	770
7	21

2,164.97 Rem. 21

Attention must be paid to the fact that before the differences are written down in each step at the right side the back spacer must be used once so that the next digit can be added. This has the advantage that the reading finger can follow the operation without too long a search.

A very useful aid in this kind of arithmetic work is a little reading plate made of light metal. This can be attached to the carriage and prevents the paper from dropping back. Whatever is written lies on this plate and can be easily read by the reading finger.

CONTEST FOR BLIND COMPOSERS

The Braille Musical Club of Chicago is happy to announce its fifth annual original composition contest for blind composers.

The club's initial contribution to this contest together with the Richard Schmidt memorial annual award, is further augmented by generous gifts from loyal friends with an especial understanding of and interest in this phase of our club's work. Thus, this contest fund will vary from year to year according to your response; *especially* your letters as to just what this contest means to you.

The committee will begin, this year, to investigate the possibilities of public performance of the prize-winning compositions.

Not less than three prizes will be awarded in each division and any ties will be met.

Be sure to read about and to follow division classifications and the contest rules most carefully.

Classification.—Division I. Compositions known as major works; such as the longer sonata forms in instrumental solo or instrumental ensemble, also vocal ensembles with accompaniment. First prize, $100.00.

Division 2. Vocal solos with accompaniment. First prize, $50.00.

Division 3. Instrumental solos in the shorter forms. First prize, $50.00.

Rules:

1. All compositions must be your own, original and *positively* unpublished.

2. Title of composition, followed by division number, should appear at the top of the first page of each entry (in the case of songs, the lyric writer's name should be given; but if lyrics are original, the word *original* must replace the author's name). Neither composer's name, nor a pseudonym, nor any

mark of identification is permitted on manuscripts.

3. Title of composition, division number, and name and address of composer should be clearly written on a separate sheet, sealed in an envelope, and enclosed with each entry.

4. Compositions may be entered in all divisions of the contest but only one may be submitted in each division.

5. All entries, this year, should be presented in clear, legible, ink manuscript. These should be well protected and mailed flat, and in the mail *no later* than March first, 1950. To assure the safe and prompt return of your manuscripts, be sure to enclose return postage and mail to the contest chairman, Mrs. Adeline Boehler, 649 Oakdale Avenue, Chicago 14, Illinois.

6. No former prize-winning composition in our contest will be eligible in this year's contest, and the decision of our board of carefully chosen and nationally reputable judges will be final. The judges also reserve the right to declare "no contest" if, in their opinion, there is no entry worthy of a prize offered, and any such prize will then be added to next year's prize money.

WHITE HOUSE CONFERENCE

The theme of the Midcentury White House Conference on Children and Youth, for which planning is under way at the request of the President, "shall be to consider how we may develop in children the mental, emotional, and spiritual qualities essential to individual happiness and responsible citizenship." The date for the conference will be the week of December 3, 1950. The national committee is composed of fifty-two educators, physicians, clergymen, businessmen, economists, and civic, labor and farm leaders.

This is the fifth of the White House Conferences on Children called at ten-year intervals by the President. Earlier conferences have studied the physical and economic problems affecting children, and have resulted in improved conditions and needed legislation. This one is to be a citizen's conference, with full participation from parents and youth, as well as those working in fields of child development. Numerous state committees are being formed to provide pre-conference fact finding and to promote home-town participation in conference activities. In this it differs from previous conferences, since major emphasis is being placed on fact finding and recommendations beforehand, with the conference devoted to analyzing information and developing follow-up action programs.

Focus

The Midcentury White House Conference on Children and Youth bases its concern for children on the primacy of spiritual values, democratic practice, and the dignity and worth of every individual. Accordingly, the purpose of the conference shall be to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship.

To do this the conference shall—

(a) bring together in usable form pertinent knowledge related to the development of children and indicate areas in which further knowledge is needed;

(b) examine the environment in which children are growing up, with a view to determining its influence upon them;

(c) study the ways in which the home, the school, the church, welfare agencies and other social institutions, individually and cooperatively, are serving the needs of children;

(d) formulate, through cooperative efforts of laymen and specialists, proposals for the improvement of parental, environmental and institutional influences on children;

(e) suggest means whereby these proposals may be communicated to the people and put into action.

Adopted by the National Committee
September 9, 1949

THE FIRST SIGHT-SAVING PROGRAM IN ALABAMA

JUNE RICE WOODWARD

VISITORS TO THE Alabama School for the Blind at Talladega are quite surprised to find many children who can see. The school has always admitted, not only the totally blind child, but the child with vision so defective that he cannot acquire an education in the common schools of the state. The school for the blind is the rightful center in Alabama for the study and treatment of eye defects in children of school or preschool age. This program should include the recognition of ocular conditions in a child that may lead to blindness in later life.

The partially seeing child does not need to learn to read braille and in theory does not belong in a school for the blind, but there has been no other place for him. Many of these children will retain what vision they have, and it is believed now that even those progessively becoming blind should gain as many visual images as possible. They may learn braille when and if they need it. In fact, the administration has asked that the name of the institution be changed to Alabama Braille and Sight-Saving School. The late Dr. H. G. Dowling, president of the Alabama Institute for Deaf and Blind, and Mr. Carl Monroe, principal of the school for the blind, established a sight-saving program for high school pupils in the spring of 1948. The new president, Dr. J. E. Bryan, is equally interested, and classes for the partially seeing in the elementary grades were opened under his direction at the beginning of the fall term of 1948-49.

Children with visual acuity between 20/70 and 20/200 are accepted in the sight-saving program. It is important to note that every child so classified is placed in a sight-saving class only upon the recommendation of the ophthalmologist.

The ideal would be a sight-saving program in every city or at least in every county. But in Alabama the towns and cities have not yet been able to care for these children because of a lack either of money, teachers, or enough children to enroll. The classroom teachers in Alabama can be of great help in finding such children. It is desired that in time sight-saving classes be established in Birmingham, Gadsden, Mobile, and Montgomery. The residential school in Talladega will always serve children from areas that cannot be reached by the cities named. This school is public, with a nine months' term, entirely state supported, and is available for all eligible children. In the elementary grades at the school there are thirty-nine children eligible for the sight-saving program. The regular grade teacher and the sight-saving teacher share the responsibility of educating these. The special teacher teaches reading, writing and arithmetic because these subjects require close use of the eyes. The children are also taught eye hygiene, the need for which is obvious. The

This article was received during the past school year. It is interesting to note that an additional teacher has been added and that the room for primary pupils is at the school for the blind, that for intermediate pupils at the public grade school and that for advanced pupils at the public high school.

Miss June Rice Woodward is elementary sight-saving teacher at the Alabama School for the Blind. She received her education at the University of Alabama and special training in the education of the partially seeing at Florida State University.

special teacher keeps all records and reports on the children. The child does all other subject matter work with the regular class in the school. He receives his assignments from the regular teacher and prepares them in the sight-saving room. When the lesson to be prepared is not available in large type or on records, the special teacher reads it to him or prepares it in large print on the eighteen or twenty-four point typewriter. It is emphasized that the sight-saving teacher instructs but does not coach or prepare the child's lessons for use under other teachers. The child is the one going to class, so the school desires him to do as much of his own thinking and preparation as can be reasonably expected.

Since the partially seeing child is supposed to be taught music by rote, this fits in perfectly with the established singing classes for the blind, as they are taught by this method. As there is no print music available in large notes, the piano teacher must prepare the music for the child so he can read it, or else teach by rote. The same holds true for band work. As typing is taught by the touch method this presents no problem. Pupils learn to use the ordinary typewriter as well as the eighteen point typewriter, the keyboards being identical.

The school is fortunate in that the elementary pupils are allowed to take manual arts. It is of interest to note that certain activities in which the blind participate so successfully, such as chair caning, weaving and knitting are not desirable for the partially seeing. For such work the latter children will use their eyes which should have no such close unnecessary strain on them. But there are many valuable things for them to learn in the manual arts department.

Mr. F. L. Harwell, superintendent of the Talladega city schools, the city of Talladega, and the city board of education have allowed the state school to enter twenty partially seeing boys and girls in the junior and senior public high school classes. These students upon completing the required work will receive diplomas from the city schools. There is a special sight-saving room located in a city school building. The state equips the room and provides the special teacher. The special teacher continues to teach reading, writing and mathematics. The students go back to the special room for study hall and help from the sight-saving teacher. Again, the special teacher is not supposed to prepare the student's lesson for him but to find and present material to the pupil by reading to him or preparing the material so the pupil can read it for himself. The school desires a growth of comprehension and independence.

There is nothing mysterious about a special room set up for the partially seeing children. It is of average size, preferably one with a northern exposure because this affords a comfortable, uniform light without sun glare. Artificial illumination is such that there is ease and comfort of seeing. A level of thirty foot candles is recommended for ordinary schools, and in order to compensate for partial vision a level of fifty foot candles is provided. Indirect fluorescent illumination is used. The study halls are also specially lighted. The teachers are equipped with light meters so they may check the room at intervals. It has been found that light green is the best color for the walls of a sight-saving room because of its reflection factors. The light, gray-green chalkboard is used because it reflects more light and affords good contrast for white chalk. With the approval and through the interest of Dr. Bryan such a room was prepared in Oliver Hall, the school building on the campus of the school for the blind, during the summer of 1948. Here the elementary sight-saving classes are taught.

Large type books are obtained from the Clear Type Publishing Committee, Stanwix House, the American Printing House for the Blind, and Scott, Foresman and Co. They are very expensive. The Winston School Dic-

tionary costs thirty-eight dollars. As far as possible texts are the same as are used in the regular public schools. What do we mean by large type? In sight-saving books twenty-four point type is used. The capital letters are one-third of an inch high and smaller letters are in proportion.

The elementary sight-saving teacher, Miss June Rice Woodward, has had teaching experience in both the public and the residential school. She received her education at the University of Alabama and special training in the education of the partially seeing at Florida State University. Mr. Braxton Tatum, formerly a teacher of the blind, is the high school special teacher. He received his training at Jacksonville State Teachers College and at George Peabody College for Teachers.

It is appropriate to mention in this article the arrangement between the Alabama School for the Blind and the University of Alabama Medical Center in Birmingham, where children, in addition to receiving treatment in the Thigpen-Cater Eye Clinic, are examined and treated for any ear, nose or throat ailment. The school bus has taken a group of pupils each week to Birmingham for further testing with instruments and devices not available in Talladega, but now the school hospital has its own slit lamp as well as audiograph. Operations are performed in Birmingham and glasses obtained at the dispensary there. Parents help to pay the expenses if able, but regardless of financial status, the child who needs treatment receives it. Considerable aid is given by the Lions Club and the Sight Conservation Association. Dr. Kracke has said, "The philosophy of our medical college is more than the training of doctors. It is the rendering of the greatest public service to the people of Alabama. With pleasure we clasp hands in this great work. We are honored and duty bound to aid the children of the institute."

The Alabama School for the Blind already can say that this arrangement is working smoothly and to the great benefit of the children. The ideal sight-saving program in Alabama would allow the child to remain at home and attend school. However, in every way possible the state school compensates for being a boarding school. There is no expense attached to residence. The children receive the best medical care, excellent academic teaching, spiritual guidance, manual arts and physical education instruction, individual lessons in piano, voice and band. There are many parties and treats for the children, given by the state and the staff during the year. The school is indeed fortunate in having principal, teachers, and housemothers who love the children and try to make their time with the school in Talladega pleasant as well as profitable.

DR. OLIN HOWARD BURRITT

The blind and their friends were saddened last summer to learn of the passing of Dr. Olin Howard Burritt. In tribute, it seems fitting to quote extensively as follows from the remarks of Rev. Alvin Smith, of the Overbrook Presbyterian Church, who conducted the funeral service.

How appropriatte it is for us to turn at this time to that tender passage in Holy Writ where it is recorded: "We look not at things which are seen, but at things which are not seen; for the things which are seen are temporal, but the things which are not seen are eternal." Indeed, this occasion proves anew that the invisible is the eternal! And as we now mark the passing of one who did so much to bring sight to the sightless, how comforting it is to know that we can take refuge in the thought that the greater and better part of life is out of sight! It is this conviction which has in it the power to break down all barriers of space and time, to merge

the future and the present in a blessed sense of timelessness, and to fill every mood and posture of the soul with a sense of the presence of God. So it is that at the time of his passing, we are in a fuller measure enabled to catch a vision of that Eternal City in which he now resides—to see, because of him, those things which are unseen.

When we have summarized all of the qualities that go to make up a great human character, and which we found in him, we must ever return to what was the main point; like our Savior of old, he cared for the blind! Like that portion of scripture read a moment ago, he engaged himself in one of the most noble and self sacrificing endeavors—that of enabling persons to see things unseen! When a son lost his sight at the age of five, Dr. Burritt became interested in the education of the blind, and to this high calling he devoted thirty-five years of his life. And a mere mention of the many accomplishments credited to his name in life and to his glory in death in this endeavor, would be too time consuming to engage us here. Suffice, then, to outline merely the more singular.

Dr. Burritt was born in West Sweden, New York, eighty-two years ago, on November 9, 1867. After receiving two degrees from the University of Rochester, he served four years as principal of the high school in Schuylerville, New York, and an additional four years as principal of Franklin Academy at Malone, New York. It was during this latter period that the son was rendered blind, and the father turned his vast storehouse of energy to the field of education for the blind. For seven years Dr. Burritt served as superintendent of the New York State School for the Blind, before coming to the Pennsylvania School for the Blind, which is located here in Philadelphia, and which was later chartered as the Overbrook School for the Blind. For twenty-nine years he served this school as principal, before retiring in 1936.

In addition to these administrative and teaching triumphs, Dr. Burritt was instrumental in having the Pennsylvania School for the Blind transferred from the Department of Public Charity to the Department of Public Instruction; he installed an original department of pupil mental measurement and research; he did much to maintain a high standard both for faculty and pupils in blind schools; he was appointed by the Surgeon General in World War I, to aid the training and rehabilitation of the war blinded; he was called by a Royal Commission of Canada to conduct a survey of the welfare of blind persons in certain provinces; he was dean of the Workers for the Blind of America in the U.S.A.; he served as a trustee of the American Foundation for the Blind; he took an active part in the development of recording literature for the blind. In addition, he was the author of many articles for educational and other journals.

In 1926, the University of Pennsylvania, recognizing his noble endeavors, granted him an honorary Doctor of Science degree. He is described as having been a gifted teacher, a wise administrator, a fruitful author, a sympathetic friend—and one who always endeavored to see the good in every individual and every situation.

The speaker visited Dr. Burritt shortly before his death. Even at that late hour, an untold reserve of patience was everywhere in evidence. One remark he made upon this occasion symbolically serves as the key by which his many other accomplishments might be interpreted. Looking at the youthful minister who had come to pay him a visit, Dr. Burritt asked: "Have you had any tragedy in your life yet?" Apparently, according to his philosophy of living, tragedy was always the stepping stone to opportunity. The facts of his life indicate that it was so for him. In a sense, there was tragedy ever caressing his days. A tragedy prompted his great life of

service for the handicapped. Tragedy made of him an understanding friend of the unfortunate, one who understood and sympathized. He took the time needed to help others with difficulties, and would spend hours, it is said, comforting distressed parents.

Like that Man of Sorrows who inspired the New Testament, Dr. Burritt was a man acquainted with sorrow. And yet the cheer which he radiated in difficult situations is nowhere more clearly noted than in the following expression he repeated frequently: "Our worries of tomorrow will never come."

And so it is that his earthly race has been run. The final chapter has been written. And we, now reflecting upon the noble mission to which he gave himself, find our sure refuge in that great principle by which he lived, and which his death now reflects: "We look not at those things which are seen, but at those things which are unseen; for the things which are seen are temporal, but the things which are not seen are eternal."

"Now the laborer's task is o'er,
Now the battle-day is past;
Now upon that distant shore
Lands the voyager at last.
Father, in Thy gracious keeping,
Leave we now Thy servant sleeping."

In addition to Dr. Burritt's services to the blind mentioned above, our readers will be interested in recalling others, not so well known to the general public. Dr. Burritt was intensely interested in promoting the employment of blind persons in order that they might lead a fuller and happier life. To foster this he established a city office and salesroom, with Liborio Delfino as employment and placement agent. The success of this venture did much to increase interest in the economic rehabilitation of the blind and to encourage state and federal services in their behalf. Dr. Burritt was active on the vocational guidance committee of the American Association of Workers for the Blind and did much to expand the employment outlook for students in schools for the blind. He was active on various other committees of this association, especially in connection with education. He served on the executive committee, as vice-president for two terms, and as president of the American Association of Instructors of the Blind.

He was also interested in the home teaching of the blind, and, to improve this, he established the first systematic course for the training of home teachers in connection with a recognized school of social work, thus aiming to raise such employment to the level of other social work. This paved the way for his efforts, as a member of the committee on teacher certification of the American Association of Instructors of the Blind, to improve the qualifications of classroom teachers of the blind and to provide for their certification.

Early in his educational work he recognized the plight of mentally retarded blind children and started separate training for them. Later, a working relationship was established with the Royer-Greaves School for the Blind, whereby children were sent to the school in Paoli and if they adjusted and improved sufficiently were returned to Overbrook.

He saw in the America Foundation for the Blind great possibilities for the future welfare of the blind, gave it his wholehearted support from the beginning and served for many years as secretary of its Board of Trustees.

Throughout his long period of service to the blind, Dr. Burritt always seemed able to see what was wrong and to have the right solution for it. He wrote prolifically and spoke earnestly and authoritatively concerning the prevention of blindness and what could and should be done for and by those already blind. In his retirement and passing the blind lost a wise leader, a sympathetic friend and a devoted champion. Everyone in work for the blind will continue to miss him.

THE SUGGESTION BOX

By the Technical Research Department

PLASTICANISTERS. In some parts of the country, it is a little late in the season to be announcing this new device which, because it provides an antproof housing for sugar and similar foodstuffs, will be a real boon to many a bachelor or housewife. However, there are enough advantages besides to make it seem like a fairly good cold weather product, quite apart from from what it does to help starve ants.

The product is a combination of canister and measuring cup. The canister itself has a transparent body with a tight-fitting lid of opaque plastic. The body measures 4″ by 5½″ by just under 8″ high—large enough to hold two pounds of coffee or five pounds of sugar. The bottom is made of two parts, one of which is shaped to receive a measuring cup.

The measuring cup is made of two oval parts. One has a solid bottom and slides inside the other. The solid-bottomed cup has notches along the outside. At the center of one side these indicate rounded tablespoons (two level tablespoons). The other tablespoon markings are at the left of the other side, and at the right are the quarter, third, half, two-thirds and three-quarter cup notches. By sliding the notched cup into the sleeve to the correct notch, the housewife can fill the balance of the sleeve and get the correct measurement. For a full cup, the solid-bottomed section is filled.

In operation, the measuring cup is set up into the bottom of the canister and then pushed or slid towards the center of the canister. When it reaches the center, an opening in the bottom allows the sugar, coffee, flour, cornmeal, or whatever to fill the measuring cup. The cup is then slid back to the side where it can be removed. A lip in the bottom holds it in place till it is all the way to the starting position.

While, compared with metal canisters, this is relatively expensive, the protection it gives against ants and other hazardous walking life makes it seem a good thing, especially when the ease of measurement is added on. Only one measuring cup need be bought, and as many canisters as required may be ordered separately. The price of the set is $3.00 and the price of separate canisters is $2.00.

Incidentally, the cup may be used as a liquid measure, too, although a drop or two may seep through. After such use, the cup and sleeve should immediately be separated, washed and dried thoroughly before being reassembled.

DOUBLE-FACED ADHESIVE TAPE. The Scotch tape people have been making a lot of ballyhoo lately on new uses for ordinary Scotch tape. So far, they have not mentioned double layers for braille phonograph record labels. And they don't even talk about their No. 400 double-coated tissue tape, which undoubtedly has more uses than meet the eye.

For one thing, take the brailled plastic strips in the canned goods marker kits. This tape makes for a very easy way to anchor such labels to other things—say, phonograph records. Simply write out the braille, stick the tape to the back, pull off the protective coating from the other side, and apply to the object to be labelled.

The tape comes in all widths, from ¼″ up, but this department has decided to handle regularly the ¾″ width. There are thirty-six yards in a roll, and the price is $2.25, postpaid.

SELF-THREADING NEEDLES. A new supply of self-threading needles has been *promised* for

September. If all goes well, they will be available when this appears. The supply will be even less than last year, when over 5,000 packages disappeared in almost no time. One good feature is that Millward, the manufacturer, has agreed to sell these needles only to the blind.

It will be necessary to ration severely, and only one package can be sold to each person. Agencies should survey their needs carefully and order in the most conservative manner. Good liaison has been established with the factory, and there should be no reason to try to hoard. It seems likely that there should be, from now on, a steady trickle of these needles—enough to care for normal needs.

The price will be fifteen cents per packet of ten needles. If orders are placed and needles are not yet on hand, such orders will be held without acknowledgment until shipment can be made.

Locklid Saucepan. One of the national advertisers put on a vigorous campaign, in which, for so many box tops and so much money, anyone could get a pan with a special lid which simplified draining cooked food. Investigation revealed that the advertiser in question had the complete output of the pan factory tied up by contract for that particular pan, but that a much better pan is being made. However, this can only be bought as part of a kit sold by door-to-door salesmen. Arrangements have now been completed so that any blind person can buy these pans separately. The pan itself is stamped out of very sturdy ten-guage aluminum and is rated as a three-quart saucepan. The upper section flares out, and the domed lid fits inside the flare. Two pins in the pan fit into a kind of double bayonet socket in the lid, so that the lid will not come off if it is turned to the right or left of "neutral." Six holes in the flared section match holes in the lid when the lid is turned left with respect to the pan handle. The price, postpaid, is $3.00.

Non-Slip Checking Accounts. A student in Nashville has sent in a simple little stencil that aids her in filling out her checks. Like so much nowadays, it is plastic. It is designed only for filling out checks on a typewriter (except, of course, the signature). The stencils will be supplied to anyone sending in a sample check, for the price of 50 cents.

Non-Slip Floor Coating. A couple of months ago, non-slip floor "waxes" were mentioned in this column. At the time, it was not evident that these waxes were virtually all available only to commercial users. The insurance companies, telephone companies, banks, hospitals, etc., could obtain them—and are obtaining them—but no one puts them out for the ordinary householder. In spite of the fact that most accidents occur in the home, homebodies, even if alert to safety on the job, forget it when they reach their easy chairs.

Arrangements have now been made so that blind people may buy one of the underwriter-approved products, "Anti-Skid Emulsified Plastic Floor Finish." It is applied with a mop or applicator, requires no buffing, and is said not to show scuff marks. It requires renewal far less often than wax, and is cleaned with a damp mop. It may be ordered either from Thomas P. Casey, 359 Pearl Street, New York, or from Shraylite Company, 2019 Center Street, Cleveland 13, Ohio. The price in single gallon cans is $3.50, f.o.b. shipping point, or, if groups order together in lots of six gallon cans, the cost is $3.00 a gallon, f.o.b. source.

Since all wax and dirt must be off the floor before the anti-skid is applied, Shraylite Wax and Oil Remover may also be ordered. This sells at $1.75 a gallon, which dilutes to eleven gallons of remover solution.

Translucent Rubber. For use with raised line drawings, efforts have been devoted to finding a more nearly transparent rubber so that drawings might more easily be traced. Mr. H. P. Sewell, the discoverer of the principle employed in the Raised Line Drawing Boards, has now found a means of impregnat-

ing the rubber in such a way that light losses are reduced to such an extent that it is possible to read ordinary text through the rubber. By laying the sheet over the drawing or graph to be copied, the drawing can quickly be made on a sheet of cellophane placed over the rubber. The sheets are being supplied in 9 x 12-inch pieces at a postpaid price of 60¢.

No More Bacon Fryers. Unfortunately, the manufacturer of the bacon fryers has decided to discontinue the item. No more are available, therefore, and search is being carried on for an adequate substitute. Those currently on the market are too expensive.

Holmes Gift Fund. It has been a rather difficult problem to select suitable gifts to be offered to needy applicants under the Walter G. Holmes Gift Fund. We offered Baby Ben clocks one month, and received so many requests that many had to be disappointed. We offered braille cards and received almost no requests. This month we will try something in between—coffee dispensers—with the reminder that, since the funds are limited, only the first applicants may have their requests filled. Sixteen gifts will be available.

Unfortunately, many readers got the impression that the Murrah Fund, through which these gifts are made possible, was more extensive than it is. Actually, it provides only $10.00 a month, so that only a very limited number of relatively small gifts are allowed. Requests for stoves, refrigerators, typewriters, radios and the like are completely out of the question. Even of the smaller things, not nearly enough can be offered to fill all the requests which are received.

Pocket Ash Tray. A miniature "Silent Butler" is now available to eliminate the often vexatious nuisance of locating ashtrays at parties, public meetings and gatherings where people seem to delight in moving regular ash trays to unexpected locations.

In the luxury price class, it is nevertheless handy enough for sighted people to pay $2.00 for it. It consists of a 1⅝ in. circular container with a satin finished snap cover. From the back extends a neatly carved 1½ in. handle. It is made of gold-colored metal and is deep enough (½ in.) to hold up to 6 cigaret stubs (assuming a thrifty smoker so that the stubs are on the short side), together with the associated matches and ashes. It should make an ideal Christmas gift for cigaret smokers. Postpaid, $1.40.

Search is continuing for a suitable pocket ash tray for pipe or cigar smokers.

Draughtsman's Compass. Sufficient interest has been shown to justify stocking a special compass for use with the Raised Line Drawing Board. The die-cast aluminum arms are slightly over 4 in. in length, and they are adjusted by turning a knurled nut which is anchored to a threaded rod extending between the arms. It is equipped with a ball-point tip. Extra pointed tips are provided so that it may be converted into a pair of dividers with a capacity of 8 in. Postpaid, $4.00.

Test Recordings. A substantial supply of eight-inch instantaneous recording blanks, coated for recording on one side only, is available for distribution. These are French, paper based, pre-war material, and cannot be expected to give first-class results. However, they are very good for testing and are also suitable for correspondence. They are not to be used with embossing styli, but only with sapphire or stellite cutting styli. They will be given away in lots of ten on receipt of 30¢ to cover shipping and handling costs.

Liessens Music Writer. It was gratifying to receive a letter from London, reading in part as follows: "I'm very thrilled to be the first private owner in this country of the wonderful Liessens Music Writer. I haven't found it too difficult to master, and can now write quite creditable manuscript by means of it. I think it is one of the most marvellous inventions for the use of the blind ever brought out. I do thank you for being sufficiently enterprising and far-seeing to take on the production of it. . . ."

BULLETIN BOARD

Michigan School for the Blind—The following changes in the faculty have been made for the school year 1949-50. Mrs. Janet Hamilton, a graduate of Western Michigan College of Education, is the new librarian. Miss Janet Rodger, a graduate of Michigan State College and a member of the teacher training class at the Michigan School for the Blind last year, is the second grade braille teacher. Miss Edna June, from Michigan State Normal College, Ypsilanti, is the teacher for the third grade braille class. Mrs. Edna Fox, a graduate of Michigan State College, is the fourth grade braille teacher. Mrs. Lou Alonso, a graduate of Michigan State College, is the first and second grade sight conservation teacher. Mrs. Lucille Karner, of Michigan State Normal College, Ypsilanti, is the fifth and sixth grade sight conservation teacher. Mr. Donlin Pangborn, a graduate of Northern Michigan College of Education, is the junior high arithmetic and social studies teacher. Miss Virginia Wiehn, a graduate of Illinois College and Columbia University, is the teacher for the newly organized class for the deaf-blind. She formerly taught at the Illinois School for the Deaf and will take a month's training in work for the deaf-blind at Perkins Institution for the Blind before beginning her teaching duties at the Michigan School for the Blind.

The Industrial Home for the Blind—A course of instruction in bowling for blind men has been started at the Central Branch of the YMCA, 55 Hanson Place, Brooklyn, N. Y., with classes every Monday evening from 8:30 to 10:30. The Industrial Home for the Blind supplies the instructor and the YMCA has allotted four of its alleys for the full season, which runs from September through May. The alleys will be used for casual bowling as well as for instruction.

The Industrial Home's regular bowling team, the Light Buoyers, has regular matches during the season with bowling teams from some of Brooklyn's larger industrial organizations. These included, last year: Rockwood and Co., Charles Pfizer Chemical Mfg. Co., Breyer's Ice Cream Co., Consolidated Edison Co., and the Queens Division of the Holy Name Society of the New York Fire Department.

Founder's Day was observed October 25th with the unveiling of a memorial plaque to Eben Porter Morford, and others important in the history of The Industrial Home for the Blind. The Home was established by Mr. Morford, himself totally blind, in 1893, as the first organization within New York State to train and employ blind men. It began in a small frame building at 96 Lexington Avenue and employed one blind man. Today it embraces four modern buildings, employs close to two hundred and fifty blind men, and offers social services to more than one thousand blind persons in the Brooklyn area. Its program includes placement in private industry and business, training for professional workers among the blind and a social and cultural program.

Florida Council for the Blind—Mr. Harry E. Simmons, director of rehabilitation services for the Florida Council for the Blind since April, 1946, was appointed executive director of the Florida agency on September 1, to succeed Mr. M. Robert Barnett, who had resigned to become executive director of the American Foundation for the Blind, Inc. Mr. Simmons was formerly associated with the Veterans Administration as Chief of Rehabilitation in the state of Florida, and has also served with the United States Employment Service, as a college teacher and as a private business man. He also is a member of the National Council for Psychological Research for the Blind.

Pittsburgh Branch, Pennsylvania Association for the Blind—Mr. Harold L. Bleakley, director of rehabilitation services for the Pennsylvania State Council for the Blind for about four years, resigned from that position recently to become director's associate to Mr. Walter Sherman, executive director of the Pittsburgh Branch of the Pennsylvania Association for the Blind. He assumed his new duties on November 1. Mr. Bleakley, who holds a Master's degree, is a graduate of the Western Pennsylvania School for the Blind and of the University of Pittsburgh.